



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

News Items from the School of Education of the University of Chicago

SUMMER-QUARTER COURSES FOR SUPERINTENDENTS AND PRINCIPALS

The Summer Quarter at the University of Chicago serves an increasingly large number of superintendents, principals, supervisors, and teachers each year. It is equivalent in length to a quarter of the regular academic year. It is broader in scope, a larger number of courses, both academic and professional, being given than in any other quarter. In order to accommodate students who cannot attend the entire summer, the quarter is divided into two terms. The first term begins Monday, June 19, and closes Wednesday, July 26; the second term begins Thursday, July 28, and closes Friday, September 1.

During recent years, the responsibilities of administrators and supervisors have become so numerous and complex that superintendents and principals are confronted with a large number of highly specialized and technical problems. Instead of giving the problems which confront them equal attention, school officers attack one problem after another during the course of a year, such as the budget, the curriculum, the selection of textbooks, the use of tests, and the improvement of teaching. In attempting to solve these problems, technical information and scientific methods are needed to supplement earlier professional training. In arranging the extensive program of courses which will be given in the School of Education during the Summer Quarter of 1922, these needs of superintendents, principals, and supervisors have been carefully considered.

The following courses suggest a few of the opportunities for the intensive study of particular problems which have been provided:

An Introductory Survey Course in Administration, Professor J. B. Edmonson.

Constitutional and Legal Basis of Public-School Administration, Mr. I. N. Edwards.

Financial Organization and Administration, Dr. Carter Alexander.

The School Population, Superintendent J. M. Gwinn and Superintendent James H. Van Sickle.

The Organization and Supervision of the Teaching Staff, Superintendent E. E. Lewis.

The Administration and Supervision of High Schools, Principal W. C. Reavis and Professor George S. Counts.

The Problem of the High-School Girl, Miss Elsie M. Smithies.

The Junior High School, Superintendent E. E. Lewis.

The Administration and Supervision of Public Schools, Superintendent J. M. Gwinn and Superintendent James H. Van Sickle.

The Curriculum, Dr. J. F. Bobbitt.

Industrial Education, Assistant Professor Emery T. Filbey.

Vocational Guidance, Assistant Professor Reed.

The Psychology of Elementary and Secondary Education, Professor Charles H. Judd.

The Psychology and Treatment of Exceptional Children, Assistant Professor Guy T. Buswell.

Psychopathic, Retarded, and Mentally Defective Children, Dr. Clara Schmitt.

Statistical Methods, Mr. Karl J. Holzinger.

Mental Tests, Professor F. N. Freeman.

The Use of Tests in Improving Elementary Instruction in Elementary and High Schools, Principal E. George Payne, Assistant Superintendent A. S. Barr, and Principal W. C. Reavis.

Methods of Teaching in High Schools (advanced course), Professor S. Chester Parker.

General Technique of Instruction in Elementary and High Schools, Professor H. C. Morrison.

The Criticism and Supervision of Instruction in Elementary Schools, President J. C. Brown.

Bulletins of the Summer Quarter may be secured by addressing the Mailing Department, University of Chicago.